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ABSTRACT

This seventh in a series of nine learning modules on instructional management is designed to assist secondary and postsecondary vocational teachers in identifying and using classroom procedures to develop self-discipline in students, and in developing the type of environment which allows learning to take place. The terminal objective for the module is to assist students in developing self-discipline in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz and a model answer, class rules, a rules guidelines checklist, case studies, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED149106

MODULE

E-7

Assist Students in Developing Self-Discipline

MODULE E-7 OF CATEGORY E—INSTRUCTIONAL MANAGEMENT
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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OE 014 342

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Visenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Obviously, the ultimate purpose of all your training as a teacher is to enable you to effectively instruct the students who will be in your classes. Teachers can be brilliant in their subject areas and conscientious in following good educational techniques, but if their students are not listening, all their preparation is wasted. This is where the concept of discipline comes in. In order for your classroom to be a productive place, an environment conducive to learning must be maintained.

The teacher is responsible for establishing this environment, either externally or by developing self-discipline within the students. Because this responsibility belongs to the teacher, some sources feel that the fault for any disciplinary problem lies more often with the teacher than with the students. However, according to Dreikurs, "If a salesman fails to overcome customer resistance, he is fired. If a teacher fails to overcome student resistance, the student is failed."[1] In other words, the failure of the teacher to maintain an environment conducive to learning is transferred, unfairly, to the students.

To be successful on the job and to get along well in society, all students must develop a reasonable pattern of self-discipline. This module is designed to help you to identify and use classroom procedures which will serve to develop in students the ability to discipline themselves, and to develop the type of environment which allows learning to take place.

1. Rudolf Dreikurs, *Psychology in the Classroom: A Manual for Teachers* (New York, NY: Harper & Row Publishers, Inc., 1968), pp. 36, 37.

ABOUT THIS MODULE

Objectives

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts of, and important considerations involved in, classroom discipline (*Learning Experience I*).
2. After reviewing relevant materials, develop acceptable standards of behavior for the vocational classroom and laboratory (*Learning Experience II*).
3. Given several case studies describing how hypothetical teachers handled classroom discipline problems, critique the performance of those teachers (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Gray, Jenny. *The Teacher's Survival Guide*. Belmont, CA: Fearon Press, 1974.

Reference: Mager, Robert and Peter Pipe. *Analyzing Performance Problems*. Belmont, CA: Fearon Press, 1970.

Reference: Madsen, Charles H., Jr. and Clifford K. Madsen. *Teaching/Discipline*. Boston, MA: Allyn and Bacon, Inc., 1970.

Reference: Buckley, Nancy K. and Hill M. Walker. *Modifying Classroom Behavior*. Champaign, IL: Research Press Company, 1970.

A resource person and/or peers with whom you can discuss classroom discipline.

Learning Experience II

Required

School and district policy manuals to review.

A safety handbook in your occupational specialty to review.

A resource person to evaluate your written guidelines.

Optional

An experienced teacher whom you can observe developing classroom policies with students.

Learning Experience III

Required

3 peers to work with you in discussing and critiquing case studies (required only if you select this alternate activity).

Learning Experience IV

Required

An actual school situation in which you can assist students in developing self-discipline.

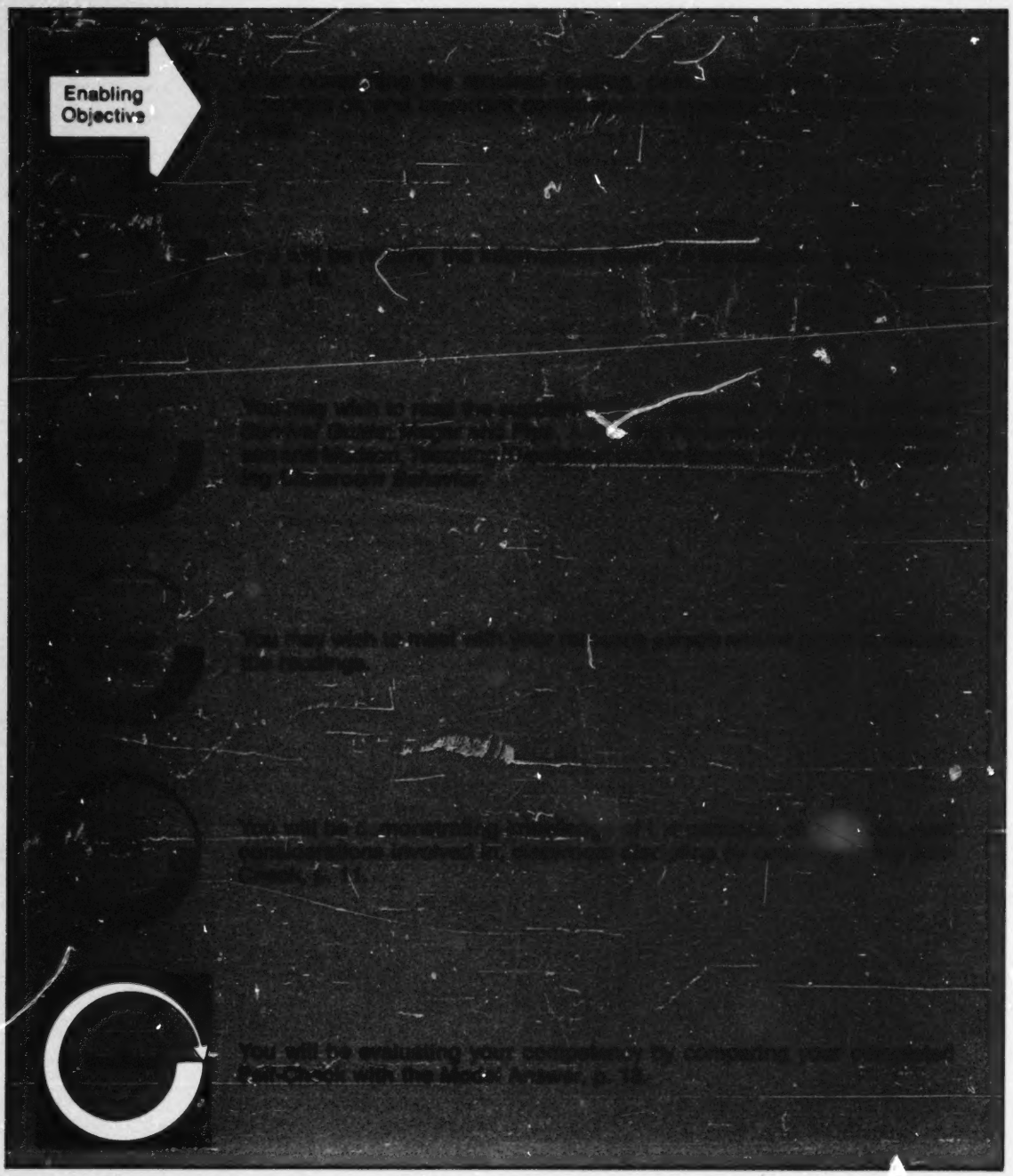
A resource person to assess your competency in assisting students in developing self-discipline.

This module covers performance element numbers 186–191 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW



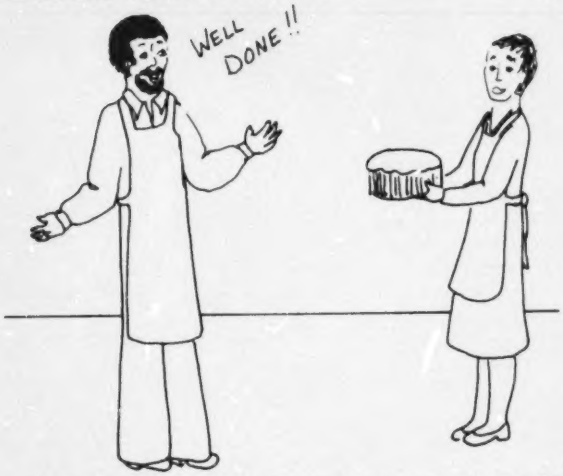
Activity

For information on discipline in teaching, preventive measures that can be employed to deter problems, and suggestions on how to handle problems that do arise, read the following information sheet:

AN INTRODUCTION TO DISCIPLINE

Discipline is far more than handing out punishments; however, the word "discipline" has some negative, limiting connotations generally associated with it. In the past, words such as "restraint," "repression," and "standardization," were considered to be synonymous with discipline. This conception of discipline assumed the existence of iron-handed teachers representing tradition who ruled through fear by **their** rules and artificial standards. The emphasis was on **penalties.** The students in this situation conformed to these external restraints with unquestioning obedience—quietly and passively repressed.

The contemporary concept of discipline entails creating an environment conducive to the development of **self-control** in students. Instead of repressing students' interests, the teacher is aware of individual differences and guides students' interests toward constructive ends. Standards in this environment are understood by the students, and the emphasis is on rewards rather than penalties. There is concern with developing good student-teacher relationships in a spirit of **cooperation** and **mutual trust.**



Unfortunately, this latter concept can also yield negative results if handled improperly. On occasion, teachers have interpreted this concept as meaning unlimited freedom. Freedom is not unlimited nor does it imply permissiveness. A classroom is a community of individuals and, as such, there need to be some freedoms, some responsibilities—some open areas and some constraints—else there will be chaos to replace the old order of repression.

To reach the golden mean between repression and chaos, one concept with which you need to be familiar is **preventive discipline:** setting up an environment in which discipline problems will not occur. Don't expect this ideal state to ever materialize completely, but striving always in that direction as if it were possible can only be constructive; it can't hurt.

Preventive Measures

Most experienced teachers agree that the first week of school is the most important. If, during that time, you can establish firmly your expectations regarding rights and responsibilities, you're more than halfway there. Once control or order is established, you can always relax your control; if it is not established initially or if it is lost, it is extremely difficult to reestablish. Students almost invariably test new teachers. If you are firm, yet fair and consistent to begin with, they will probably cease to test you and you will probably not be retested at each new turn in the road.

Knowledge and planning are two keys to a good learning environment. Before you ever step into that room full of students, you need to be well versed in your subject area (and to work to stay current in your field by reading or attending meetings). You need to know how learning occurs and you need to be thoroughly familiar with all school policies and regulations. You should also be aware of student peer group standards and behavior patterns. Teachers can easily misunderstand signals coming from students when they are not "tuned in" to the peer pressures students may be experiencing.

Not only should you yourself be well prepared; a well-organized classroom or laboratory is also needed to promote a good environment for learning. Have your room, equipment, and supplies ready and functional, and develop standards or routines for their use in normal and in emergency situations—a place for everything and everything in its place. Plan the laboratory so that students do not need to disrupt each other's work in order to

get tools or supplies. Space out the work stations so there is sufficient "elbow room."[2] Standardization of this sort provides security and minimizes tensions.

Plan to provide for physical comfort in your room. A room which appeals to the senses (attractive and interesting to look at, uncrowded, well lighted, well ventilated, not too hot or cold, etc.) will aid you in maintaining interest. You know yourself that if you're uncomfortable, your misery takes up all your thoughts and energies. Work to keep outside noise and laboratory noise as low as possible.

Have a seating plan prepared. You may not want

to have assigned seats all year, or your original plan may have to be changed as you know your students and their tendencies better. However, starting with a temporary seating plan serves two immediate purposes: it aids you in keeping control before you know your students, and it can aid you in learning your students' names quickly.

Knowing names is deceptively important. As long as a student knows he/she is anonymous, he/she feels more free to misbehave. Without names, the classroom is impersonal. Learning those names is an important step toward developing good teacher-student relationships.

Finally, have your lesson plans prepared and ready to go. Plan enough to fill the whole period. One of the easiest ways to encourage problems is to create a situation where students are either bored or idle. Get the class busy and active right away. Begin some form of laboratory work on the second day of the semester. Each day, get the class moving without delay. Use your material and your personality to motivate and involve your students right from the start.

On that first day of class, get to your room early and greet students at the door. Begin class promptly and get students seated quickly according to your seating chart. Move around your class and be aware of what's going on, but don't get hung up on trivia. Keep a sense of humor. Find something pleasant to say to each student. Act as though you are anticipating a great year. Show enthusiasm for your subject. Tell students about some of the exciting and interesting things they will be doing.

Cover school rules and your initial classroom standards, make sure students understand them, and be firm about your intention to uphold those rules and standards. Then, get moving on content matters relevant to your vocational service area (i.e., a lesson). Remember, before you start anything, make sure you have everyone's undivided attention first, and be sure any directions you give are clear. If students are not paying attention or don't understand what they are to do, their minds can turn to other, less constructive ways of filling their time.

Your knowledge of good teaching techniques will also help alleviate any problems which may tend to occur during those early weeks. In planning your lessons, vary activities; do not rely on just lecture or just discussion or just lab or just independent study. Watch students' attention spans, and be prepared to change your pace or technique if interest is waning. Use audiovisual aids where they are appropriate to enliven lessons. Since people work best at what they want to do, plan lessons which have students' interests in mind.[3] This is not to say that you should teach only what they are interested in. Rather, your job is to **relate** your subject to student needs and interests where possible.

Knowing student interests and knowing how to deal with students is only possible if you know your students. Granted, classroom control needs to be fair and impartial, but you have a class made up of distinct individuals, and so "fair" and "impartial" become relative terms. Being very firm may be necessary with one student; another student may crumple under the same approach.

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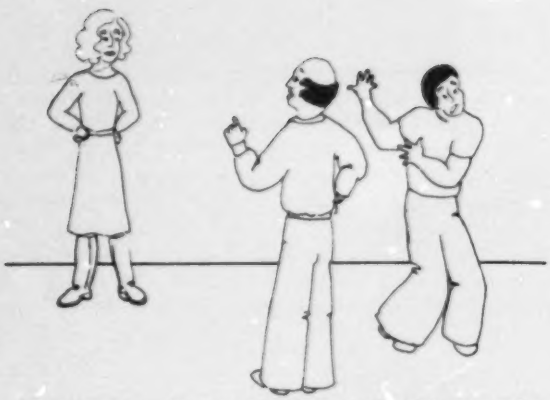
2. To gain skill in organizing an effective laboratory, you may wish to refer to Module E–8, *Organize the Vocational Laboratory.*

3. To gain skill in identifying students' needs and interests and using this information to guide your instructional planning, you may wish to refer to Module B–1, *Determine Needs and Interests of Students.*



If you know all your students well and recognize their individual differences, you can use this knowledge to give each the motivation and encouragement each needs to develop a positive attitude toward your class. You can allot to all students the classroom responsibilities they can handle. You can know who your natural classroom leaders are and use them to help you accomplish your goals.[4] Sharing classroom responsibilities and leadership with students can make your classroom a cooperative environment instead of a place where you call the plays, and then pray that the students bend to your will.

Knowing your students does not mean being able to label them. School records and fellow teachers can provide you with helpful information to orient you to your school and your students, but beware. It's easy to fall into the trap of listening to some well-meaning teacher who says you should watch John Jones very carefully as he's likely to be "trouble," or you shouldn't expect much from Charley as he's very "slow." Don't doom students from the start by labeling them, by predetermining their abilities or behavior. This results in the condition of "self-fulfilling prophecy": you expect students to misbehave, they know it, and they live up to your expectations.

On the other hand, if you truly do **expect** your students to cooperate and to produce, your expectations increase the chances of that happening. If students know you have respect and regard for them, they will hate to let you down. Know your students with more than just your head. Be yourself. Be human. Students are people; you are a person. People are not perfect. Be honest, frank, and **sincere,** and patient with their imperfections, and they'll be patient with yours. Again, the key concept is **cooperation.**

4. To gain skill in using appropriate techniques to gather information about your students, you may wish to refer to Module F–1, *Gather Student Data Using Formal Data-Collection Techniques*, and Module F–2, *Gather Student Data Through Personal Contacts*.

Self-Discipline

When you have gotten a good start on knowing your students and gaining their cooperation and confidence, it is time to take another step toward preventing discipline problems. You may have eliminated temptations, created a good environment, and taught only interesting lessons, but the emphasis is still on **you,** the authority, and on **external** control. Discipline is a joint effort. Your job is to create a situation wherein students are **self-disciplined,** self-directed as a group and individually.

One method for helping students learn self-discipline is to involve them in modifying or developing their own class rules. If they understand the need for a rule, and are involved in creating it, they will be more inclined to comply with that rule. Identify, with your students, areas where problems have been arising or might arise, and develop a rule covering that problem. Rules are not just applicable to such conditions as noise and horseplay. A vocational laboratory needs rules covering equipment, supplies, cleanliness, etc., and, above all, safety.[5]

Start with a few rules; don't overwhelm students with do's and don'ts. Any rule should be specific, short, and reasonable, and there must be a payoff. It is preferable to state rules positively and to stress reasons for obeying them (business and industry have rules—employees must abide by them), but students must be aware of the fact that there are consequences for failing to comply. These consequences can be decided by the group when they are preparing the rules.

These rules, when completed, should be posted and reviewed occasionally, not just when someone has broken one. If you work with the group to develop these classroom guidelines, chances are that the group will apply peer pressure to ensure that the rules are followed. Peer pressure can be much more effective than adult authority in affecting behavior.

Developing self-discipline in an individual student is not a clear-cut task with a ready-made formula. If students are **involved** in classroom proceedings and in their own learning, if they are given **responsibility** within the class, if they have a teacher whom they **trust** and with whom they wish to **cooperate,** and if they are encouraged to **think critically** and to **make decisions,** they have a sound basis for beginning to develop self-discipline.

5. To gain skill in directing activities in the laboratory, you may wish to refer to Module E–9, *Manage the Vocational Laboratory*.

It does not happen overnight. You don't teach self-discipline one day and expect it to exist the next day. It is something which develops continuously and probably slowly as a result of your attitude as a teacher and the environment you create. Think of your leg muscles. If you exercise them sensibly but rigorously every day, they will slowly develop. If you coddle those muscles and never use them, they will atrophy and become worthless. Likewise, if you smother students with your external control, through fear or love, they will have to rely on that external control to function. They need to be slowly given the opportunities necessary to develop their own self-control.

When Problems Occur

In spite of all your positive efforts to prevent discipline problems from arising, and in spite of your efforts to enable students to discipline themselves, you will encounter problems. The following is a list of do's and don'ts to keep in mind when a discipline problem does, in fact, occur.

- Do remember that everyone makes mistakes.
- Do remember what you know about the **individual** you're dealing with.
- Do avoid sarcasm and ridicule.
- Do keep your control; don't punish in the heat of anger.
- Do use common sense.
- Do find out all the facts from all sides before acting; when in doubt as to the facts of a situation, it's better to do nothing than to inflict an unfair punishment (but keep your eyes open for further clues).
- Do act as soon as trouble begins to show itself.
- Do give the student an opportunity to save face.
- Do use peer pressure to move the student into positive behavior before he/she seriously misbehaves.
- Do reprimand in private.
- Do reject the behavior, not the person.
- Do consider the student's feelings.
- Do remember that behavior is caused, so don't just curb the behavior; work on the causes (i.e., fear, resentment, insecurity, or a need for attention or affection).
- Do focus on students' strong points; don't just list their errors; you can't build on weaknesses, only strengths.
- Do be consistent and fair in your discipline.
- Do your own disciplining except in exceptional cases or cases where the school code requires you to refer the case to the office (e.g., fighting); if a student is sent to the office to be disciplined, it does not improve your classroom control; only you can do that.
- Do admit an error when you make one.
- Do drop the subject once it is settled; don't hold the experience up to the student forever after.
- Do be always on the lookout for new, more effective ways to handle a particular situation.
- Don't take poor behavior personally.
- Don't threaten—a threat can become a dare, and a student may take you up on it.
- Don't promise anything you can't or won't carry out.
- Don't argue; arguments are not rational and, not only will it worsen what is already a problem situation, but you'll lose—maybe not literally, but in terms of control and poise, you will be the loser.
- Don't bluff; students may call you on it.
- Don't make deals or bribes; those are tricks, not techniques, and students catch on quickly.
- Don't give in just to be popular; you won't be.
- Don't create situations; unrealistic demands on your part force students to defy you.
- Don't preach, act; repeating what was known but not obeyed does not change a thing.
- Don't punish yourself in the process; if you enforce a punishment which obviously is inconvenient for you, the student may gloat over his/her success and try it again.
- Don't assign school work as a punishment; you're merely creating or reinforcing the idea that schoolwork is, in fact, something negative and painful.
- Don't force apologies; you're merely encouraging the student to lie.
- Don't punish the whole group when you can't find out who the real culprit was; this is unfair and students will not respect you for it.
- Don't resort to corporeal punishment; its corrective effect on behavior is short-lived; its negative effect on developing a cooperative student-teacher relationship can last a long time.

Two final points: (1) In spite of the emphasis on "punishment" in this last section, remember always that your ultimate goals are **cooperation, productivity,** and **self-discipline.** Whenever you are considering what to do in the face of a broken rule, make sure that your action does not ruin your chances of attaining those goals. Again, be **firm,** but **fair,** and try to accentuate the positive.[6] (2) Remember that there are **district** and/or **school policies.** Your plan of action must always comply with these policies.

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6. To gain skill in employing a variety of reinforcement techniques to encourage desirable behaviors and discourage undesirable ones, you may wish to refer to Module C–13, *Employ Reinforcement Techniques.*

For further information relating to classroom discipline, you may wish to read the following references:

- Gray, *The Teacher's Survival Guide*, a practical handbook of ideas about managing the learning situation. It identifies common discipline problems and types of students in need of help in developing self-discipline.
- Mager and Pipe, *Analyzing Performance Problems*, which defines and examines the cause of "performance discrepancy."
- Madsen and Madsen, *Teaching/Discipline*, a teacher's guide in the use of behavioral principles relating to classroom discipline and subject matter presentation.
- Buckley and Walker, *Modifying Classroom Behavior*, a semiprogrammed text which outlines basic principles of behavior modification, and applies these principles to classroom behavior.

You may wish to meet with your resource person and/or peers who are also taking this module. In this meeting, you could (1) discuss the readings, and (2) share discipline problems and solutions from your personal experiences—e.g., you might select some of the "Do's and Don'ts" on p. 9 which you know to be true because you have been in a class in which a teacher did or did not follow the advice. Then, you could describe what the teacher did and the consequences of that action in terms of student reactions and/or classroom discipline.

The following essay question is designed to check your comprehension of the material in the information sheet, An Introduction to Discipline, pp. 6–10. Please respond fully, but concisely.

SELF-CHECK

You are sitting in the teacher's lounge, when a first-year teacher comes storming in, obviously upset, and announces that his students are "animals who belong in cages." Apparently he has just spent another class period trying, without success, to keep some kind of order in the classroom. He has yelled, threatened, given extra homework assignments as punishment, sent students to the office—all to no avail. "That's what I get for trying to be friends with them in the beginning; all they understand is force. From now on anybody who acts up is going to get kicked out of class. I wash my hands of them."

If this teacher asked you for some advice, what would you say? How do you think this situation was created? What can the teacher do now to improve classroom discipline and ensure that learning takes place?

NOTES

Compare your written response on the Self-Check with the Model Answer given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL ANSWER

The inconsistencies in this teacher's statements provide a clue to why discipline broke down in his classroom. On the one hand, he sounds like a storm trooper, relying on punishment and force to bend students to his will. Yet, he says that he tried "to be friends with" his students. What probably happened is that as a new and inexperienced teacher he tried, initially, to be a "good guy," to be popular with his students by avoiding the setting up of necessary rules and constraints. Apparently he did not establish, early in the year, the control or order within which freedom can be exercised constructively. His students took advantage of his permissiveness, and he has now compounded the problem by behaving inconsistently.

His students probably also picked up on his basically negative attitude toward them, revealed in his labeling them "animals." It sounds as though, for all his early attempt to be "friends" with them, he really does not like or trust students, may even be somewhat **afraid** of them. He probably **expected** misbehavior, and his students sensed it and lived down to his expectations. The methods he used when trouble arose were bound to turn his classroom into a battle zone. Even if they had worked in terms of repressing students, they were certainly not designed to enlist students' **cooperation** in creating an environment in which self-discipline could be developed.

At this point, this teacher needs to start over with his students. It won't be easy, but it can be done if he stops treating his students like "the enemy" and asks for their cooperation in setting up some basic rules, rights, and responsibilities which everyone understands and accepts. He needs to establish, with them, the limits within which everyone (including the teacher) will operate in the classroom, and he needs to insist firmly, fairly, and consistently that those standards be upheld.

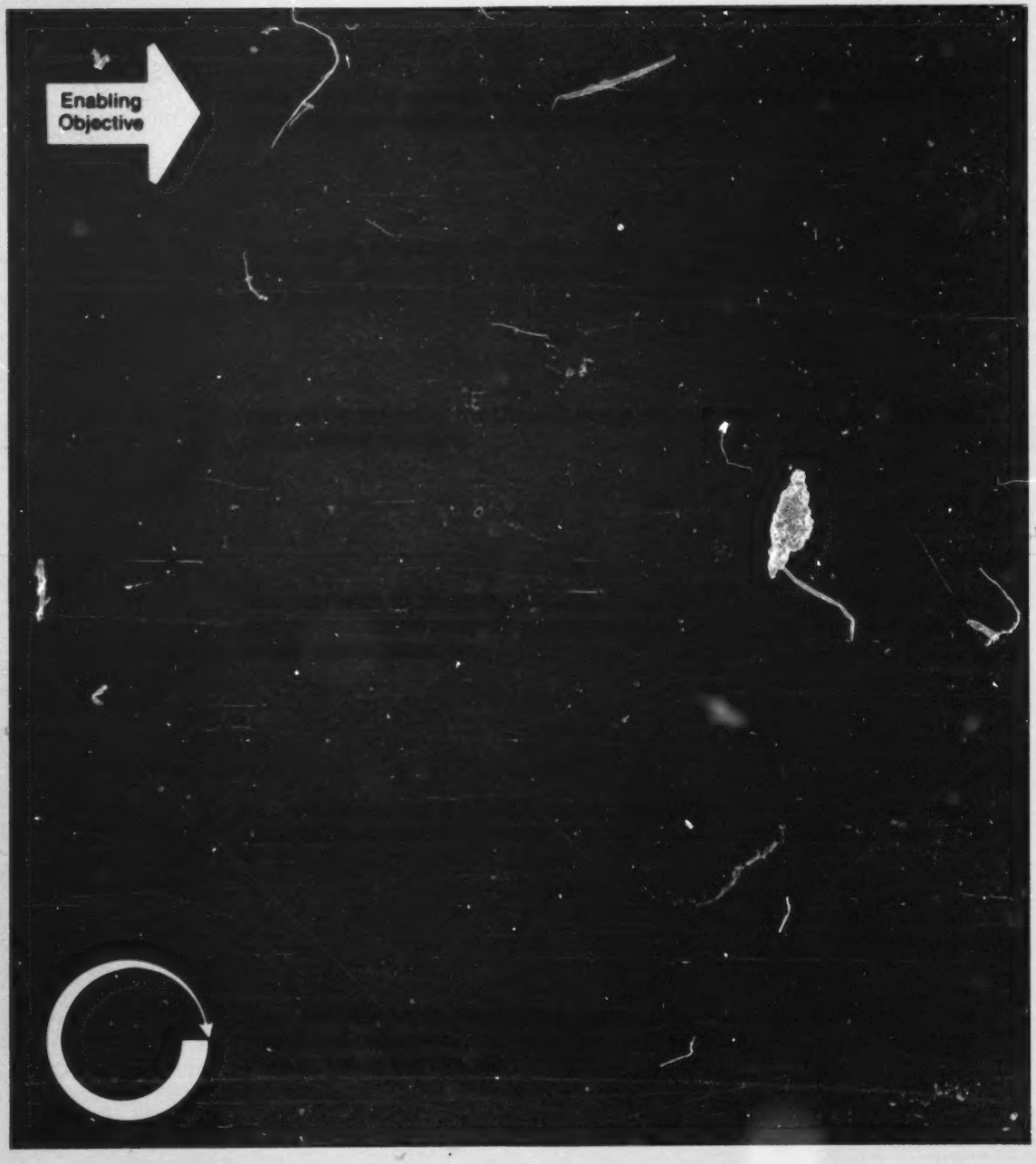
In time, if he truly expects his students to behave like responsible people and creates an environment in which this is possible, he will win their respect (if not a popularity contest), and their trust. When problems do arise, they can be handled swiftly and fairly according to the guidelines students themselves were involved in developing, and the classroom will once again be a place where learning can occur.

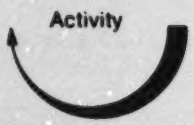
LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, An Introduction to Discipline, pp. 6–10, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW





Obtain copies of the school and/or district policy manuals from either (1) a school in your community, (2) a school in which you are working, or (3) your resource person. Review these policy manuals for their guidelines for acceptable behavior in the classroom and laboratory.

Review the following Class Rules, and a safety handbook prepared for your occupational specialty.[7] The sample rules are intended as suggestions for the kinds of guidelines you will be developing, and the safety handbook will serve as a reference in preparing guidelines for standards of behavior in the laboratory.

CLASS RULES

1. **CLASS**—Enter class **on time** and in an orderly manner. Take assigned seat and gather together the papers and materials necessary for the class. If the teacher is ever detained in getting to class, maintain order until he/she arrives. During a normal class period, **raise your hand** and wait to be called on if you wish to contribute.
2. **CLASS WORK**—In-class work, rough drafts, and tests are to be done, in most cases, in **pencil.** Final reports and that type of written assignment are **double spaced,** done in **rough draft** first, and then in **final form in ink.** Obviously, you will be always responsible for having pencil, paper, and pen in class.
3. **FOLLOWING DIRECTIONS**—In doing an assignment or correcting it, listen to my directions and follow them. **Points will be taken off** for not following directions. When a corrected paper is returned to you, **check it.** You are responsible for your own paper.
4. **HOMEWORK**—On the day an assignment is due, it is to be passed in **when** I call for it. You either have it or you don't. If you think you have a valid excuse for not having it, see me **after** class. If you can't hand it in when I ask for it, it is an "F." You have one day to make it up. This does not erase the "F," merely counteracts it. People who were absent are responsible for finding out from me what they need to make up.
5. Familiarize yourself with the **location** and **checkout procedures** for the materials and equipment in the room. When you are done using these items, **return** them to their proper places in good condition.

7. To gain skill in developing your own safety handbook, you may wish to refer to Module E-5, *Provide for Student Safety.*

You may wish to arrange through your resource person to observe a teacher in your occupational specialty who is developing classroom policies with a group of students. Pay particular attention to the degree to which students are involved in establishing the rules (i.e., does the teacher dominate the session?), and whether the students seem to understand the need for each rule and the consequences for disobeying them.

Prepare, in writing, a tentative list of guidelines you feel are necessary to maintain acceptable standards of behavior in the vocational classroom and laboratory. Remember that your rules and procedures should be consistent with the school and/or district policies you reviewed. (In an actual school situation, you would be reviewing and discussing these guidelines with students to get their input and acceptance. Thus, you should consider the guidelines you develop here to be **tentative.**)

After you have developed your guidelines, arrange to have your resource person review and evaluate your guidelines. Give him/her the Guidelines Checklist, p. 19, to use in evaluating your work.

NOTES

GUIDELINES CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. Rules were established for standard classroom procedures (e.g., raising hand before speaking)	☐	☐	☐	
2. Rules were established for standard laboratory procedures (e.g., responsibility for cleaning up)	☐	☐	☐	
3. Emergency procedures were established	☐	☐	☐	
4. These rules and procedures were consistent with school and district policies	☐	☐	☐	
5. The rules were stated in short, specific, positive terms	☐	☐	☐	
6. The rules were reasonable	☐	☐	☐	
7. The completed list of rules was not so extensive that it was overwhelming	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive N/A, or FULL responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, An Introduction to Discipline, pp. 6–10, and the readings in this learning experience, revise your guidelines accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

OVERVIEW

NOTE: The following activities involve critiquing 11 case studies. If you prefer, you may work with peers in discussing and critiquing the situations described.

The following Case Studies describe how several teachers handled problems arising in their classrooms and laboratories. Read each of the case studies, and **critique in writing** the performance of the teachers described. Specifically, you should explain (1) how the problem was created, (2) what errors were made in handling the problem, and (3) what would have been the proper preventive and/or corrective discipline in each situation.

CASE STUDIES

1. On the first day of class, Ms. Gilmore gave her students a detailed rundown of the standards she had set for her class. One thing she said was that since only advanced students were capable of A or B work, and since this was an introductory class, no grades higher than C would be given.

   During the first few weeks of school, a group of students in this class consistently refused to work. They would not answer when questioned; they turned in no homework assignments; their test papers were handed in blank. Ms. Gilmore tried all sorts of punishment, but no matter what she threatened, the students would not participate. Finally, she informed them publicly that since they were only physically in her class anyway, she would recommend that they see the guidance counselor and drop the course.

2. Mr. Reagan was sick and tired of making assignments which would prepare students for a given lesson, and then having students coming in unprepared. Therefore, the next time this happened, he gave a surprise test and informed his students that it would count heavily on their final grade average. Some of the students had read the material, but since it was new, they had not done well on the test either. They protested vigorously, but Mr. Reagan replied that if they'd read it carefully, they could have passed, and that if they kept protesting he'd lower their test grades ten more points.

3. Danny could not sit still. He was eternally clicking a pen, or drumming on the metal side of his chair rhythmically, or kicking the chair in front of him. Ms. Harris had told him day after day that she **knew** he didn't realize that he was doing it (he really didn't), but that it was distracting to her and to the rest of the class, and that she wished he'd stop it. Finally, in desperation, she had him stand in the aisle, keep both feet on the floor, and hold his books for the remainder of the period. She told the class, "This is a sure way to force him to keep his hands and feet still; maybe that way we'll get something done."

4. Ms. Lewis knew her students quite well. She knew when something went wrong who were the likely candidates to have been involved. Someone in her first period class had a habit of removing the typewriter platen before class, whenever the chance arose, and hiding it. When the next class came in, the platen would have to be found before class could begin. With everyone searching for the platen, class was chaotic for a while. Ms. Lewis was pretty sure that it was Mac that was doing it.

   One day, she walked into class right before second period and there was Mac playing with the platen release buttons. He claimed he was just fiddling around while he waited for a friend who was in her second period class that he had to talk to. She knew better. As punishment, Mac had to stay after school for one-half hour each night for a week and do typing speed exercises.

5. Mr. Wilhite's classroom and woodworking lab were right next door to each other with a door between them. The door had a large window, so that when Mr. Wilhite was in one room, he could watch what was going on in the other room. One day while he was in the classroom, he happened to glance through the window to check the progress of the students in the lab. Clyde, a notorious goof-off, had finished early and was now feeding small wood blocks into the back of the power saw to see how far they'd shoot across the room. Mr. Wilhite rushed into the lab, grabbed a 2×4 and let go with one powerful blow to Clyde's posterior.

6. At every staff meeting the principal would mention that the grounds outside Mr. Fair's windows were badly littered. What was happening was that warm weather had begun, the windows of the classroom were open, and the row of students nearest the window were amusing themselves by sailing paper out the window when the teacher's back was turned. Mr. Fair didn't like being singled out at teacher's meetings as being unable to control his students. Therefore, he told his students that the next time litter appeared outside the windows, the windows would be kept shut for a week, no matter how hot and stuffy the room got as a result.

7. Mr. Finch had an excellent rapport with his students, and his lessons were well prepared and interesting. One day, the students were discussing the progress they were making on their 4-H projects. The members of the group, with Mr. Finch observing, were also bringing up any project problems and then the group was brainstorming for solutions.

   Tommy was really excited about his garden project which had been going perfectly until two days before when some sort of insect had started to attack. When Tommy was describing the insect, he inadvertently used a strong four-letter word. This was contrary to room standards which stated that no vulgar language was to be used in the classroom. He paused and glanced at Mr. Finch who merely nodded and indicated for Tommy to go on with his explanation.

8. The students in the home economics lab were busily preparing fudge. As Sally Ann passed the gas range she hit the handle of Sarah's pan (which was sticking out) and knocked the pan to the floor. Sally Ann sustained a nasty burn on her shin and the fudge made a rapidly hardening mess on the floor. The teacher, Mr. Kester, was furious. Several students were scurrying around trying to find something to clean up the mess, others were trying to butter Sally Ann's leg, others were suggesting that ice should be used, and meanwhile, the empty gas burner was still on.

   Mr. Kester demanded to know why Sarah had been so dumb as to leave a pan handle extending out from the range. "Are you totally lacking in common sense? You should know better," he shouted.

   Sarah was close to tears. Sally Ann wasn't far behind. Sarah choked out, "You never told us not to do that."

   At that point Mr. Kester really exploded. Pointing his finger at her he said, "Don't talk back, and besides, I shouldn't have to explain such basic things to you."

9. During the showing of a movie related to the lesson being taught, Melvin kept up a constant nudging battle with Dan. It was dark in the auditorium, so it was hard to see, but Mr. Taylor, the teacher, knew who the troublemakers were. However, it was still early in the year, so he didn't know their names unless they were in their regular classroom in their assigned seats.

   Rather than create a commotion himself by trying to get them to respond to "Hey you's," Mr. Taylor waited until the end of the movie and then grabbed them on the way out. He told them that since they obviously didn't know how to behave during a movie, they would have to sit in the office during the one being shown the following week. This meant, he said, that they would have to get the information given in the movie some other way on their own.

10. On the day that the home economics students were supposed to practice making French seams on their sewing machines, two of the machines failed to function. The teacher, Ms. Crook, solved the problem by doubling up two students and had them take turns doing their work. The idle students started chattering, which disrupted the other students.

11. As part of a unit on the printing process, Mr. James made plans for his printing class tc visit the local newspaper to see their presses in action. Mr. James told the students they were going and arranged for transportation. During the field trip, Mr. James stayed up front with the guide so he'd be sure to hear everything the guide was saying in order to be able to have a good follow-up discussion when they returned to school.

    After school that day, Mr. James got a call from the newspaper office. The man informed him that after the field trip, some pieces of type and a portable clock from a desk had suddenly come up missing. Mr. James was partly disappointed that his students would do that to him, and partly angry that he had been made to look bad. He told his class that they would all stay after school nightly for an hour until the guilty parties confessed or someone turned them in.

Compare your completed written critiques of the Case Studies with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

1. Ms. Gilmore was responsible for the problems in her classroom. She set up a situation in which she represented authority, and students had no choice but to be in an opposing camp. They were never involved in establishing any procedures, and her unfair grading system substantially killed any motivation.

   Faced with mutiny, she used all **negative** actions to stifle it. She threatened and she punished. Since she wasn't tackling the **problem,** but the **results** of it, this could only serve to make students less cooperative than ever.

   She humiliated the group of mutineers publicly. This is never a good idea, but considering the way she's handled her students thus far, it is probable that the class would identify with the mutineers. Thus, when she humiliated that group, the class could only dislike her further.

   She did not remedy her error, nor change student behavior; she merely removed the group physically from her class. The students who remained are unlikely to be very cooperative.

   Finally, she placed the guidance counselor in an awkward position. She's giving him a discipline problem and a teacher-student relations problem which she should be handling herself, and she's almost making it seem like an academic problem, which it isn't.

2. It's hard to say who created the problem. It could have been that the students did not understand the purpose of doing the assignments, or that the assignments were boring. Or, it could be that the students were just lazy.

   However, evidently Mr. Reagan smoldered silently. He did not discuss the problem with the class to determine its source, nor did he let them know that he had reached the end of his rope. His "solution" was not consistent with his past behavior, and it tends toward being more of a revenge or punishment tactic than a positive move toward solving the problem. His tactic was also unfair. It did not convince students of the **reasons** for doing homework. It taught them that a teacher's power can be arbitrary and unpleasant.

   It punished the students who had complied as well as those who hadn't. It is unlikely that the students respect Mr. Reagan at this point, and that's not a good basis for a cooperative environment.

3. Danny was creating a problem, but he evidently didn't really mean to, and could not discipline himself to stop.

   The action Ms. Harris took could be mortifying to Danny, distracting to the class, harmful to her relationships with her students, and, in some school districts, considered to be "cruel and unusual punishment." Most important, it is doubtful that her action would have any lasting effect on Danny's habit.

   She should have worked with Danny privately to get him to recognize his habit. If the problem was more deeply rooted in other causes, perhaps she could have referred Danny to a guidance counselor or school psychologist.

4. We don't really **know** who caused the problem and therein lies the problem. Ms. Lewis does **not** have positive proof, and that's not a good time to act. Her punishment is rather severe considering her lack of proof. It's possible that this punishment inconveniences her also, but we don't know that for sure. However, we do know that it's not a good idea to assign schoolwork as punishment.

   Considering her knowledge of the original misdeeds, perhaps Ms. Lewis should have monitored her room more closely during the times when the problems had been happening. Or perhaps, she should have discussed the problem with her students and asked them for suggestions. However, she should have held off on punishing Mac and looked for further proof.

5. Mr. Wilhite was contributing to the problem by failing to adequately monitor his rooms. This may have been a situation caused by schedul-

ing, but if an accident had occurred in the lab in his absence, his problems could have been worse. The fact that Clyde was "a notorious goof-off" further indicates that he should not have been left in a lab unattended.

Mr. Wilhite took a big chance acting as he did. If he has a good relationship with these students, it is possible that the class will realize the danger which existed and which caused him to act as he did. Clyde may even realize that he deserved it, and the shock of the "paddle" may cure him. However, the hazards of the method are numerous and it could be dangerous. Acting based on an emotional response is far less desirable than waiting until you have calmed down. Corporeal punishment is not a good technique, especially not in public. In this case the student could have been accidentally injured (or could claim to be). Many school systems and some states expressly forbid such action. In such cases, a teacher using corporeal punishment makes himself/herself subject to legal action by parents.

What Clyde did was potentially dangerous and needed to be remedied immediately, but it would have been better to choose a less physical, more private method. Furthermore, if Mr. Wilhite's relationship with his students was not good, or not established, his "paddling" would probably injure it further.

6. Actually, Mr. Fair is causing the problem by failing to adequately monitor his students, particularly since he is aware that the problem exists. Further, he has obviously **not** established self-control in his students.

   Instead of discussing the problem with his students, he has threatened them. His threat, furthermore, is physically cruel. By shutting his windows in hot weather, he is punishing himself and the innocent as well as the guilty students. It may succeed in "teaching them a lesson," but undoubtedly little learning will take place in that uncomfortable environment. Finally, he is setting up a situation where **another** class could throw the litter outside his window to get **his** class in trouble. He doesn't say "**If you** litter;" he says "**If there is** litter."

7. Essentially, nothing done by the teacher created the problem; however, the problem is that Tommy has disobeyed room standards.

   Mr. Finch has probably handled the situation well by not overreacting. Such language does exist and is used by students among themselves, perhaps more often than we'd care to admit. Tommy has **acknowledged** that he knows he made a mistake by turning to Mr. Finch. Mr. Finch's class was interested and involved. To have broken that mood by preaching could easily have done more harm than good. If, in fact, Mr. Finch does know his students and has a good rapport, he could convey by his look that, "Yes, it was wrong, but we know it was not intentional." Thus, Tommy has not gotten away with anything; the situation has merely been kept in its proper perspective.

8. Mr. Kester should have had classroom standards covering such basic things as leaving pan handles sticking out, and how to treat burns, and every student should have been completely familiar with these procedures. Furthermore, he should have familiarized his students with emergency procedures to be followed. The lack of standards caused the accident; lack of emergency procedures caused the utter chaos which followed the accident. Even with rules, carelessness can still cause accidents, but once an accident occurs, it is essential that the victim be treated quickly and correctly.

   Not only was Mr. Kester negligent about establishing procedures, he humiliated Sarah publicly, and he was not calm at all when calmness was especially needed. Instead of getting Sally Ann treated, the mess cleaned up, and the class calmed down, he was busy shouting at Sarah. He has tried to teach an important safety lesson by a highly negative example, and he has hurt his relationship with his students.

9. Mr. Taylor contributed to the problem by not knowing his students' names. In addition, the auditorium should have been kept light enough for him to make eye contact, especially since it was early in the year and since he didn't know their names.

   The nudging battle was keeping the nudgers from seeing the movie, and was probably distracting other students. It should have been handled promptly. It would be preferable not to disrupt the continuity of the movie. Eye contact might have been adequate. Had he known their names, it might have been easier to separate the students right away.

   To punish the students by depriving them of some necessary piece of learning is not good. In addition, they would probably get the information from their fellow students, which places a further burden on those other students. Finally, it is doubtful that this punishment will in any way teach the students how to behave during movies.

10. Indirectly, Ms. Crook caused the problem. She is responsible for making sure that all equipment is kept in good operating condition.

    It is possible that hard use by many students could cause a machine to break down in spite of good care. Doubling up students is not a bad idea; however, it's not enough. It leaves two students standing around idle and that created a problem. She should have given them some other responsibility such as assisting her or other students in some way.

11. Mr. James created the problem by arranging only transportation. His error was in not discussing anything further with his students ahead of time. They weren't given any preparation or motivation nor any guidelines in advance of the trip, nor was **he** prepared since he had to stay with the guide to find out. Since he was up front paying such close attention to the guide, he was not adequately monitoring his students. Consequently, it is not surprising that problems arose.

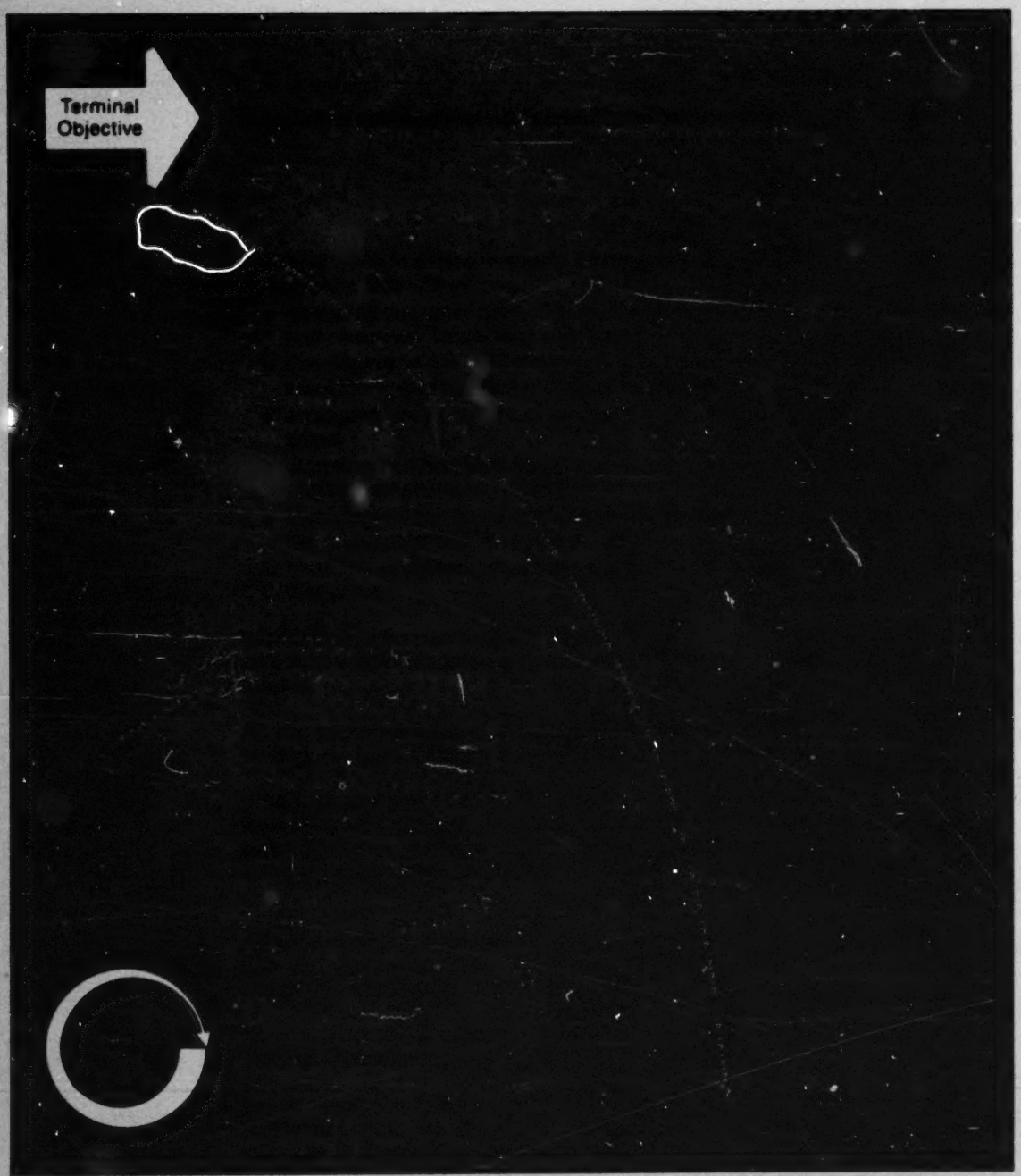
    Once the problem did occur, he should not have put it on a "why did they do this **to me**" basis. For one thing, he has no positive proof that his students committed the "crime." He should not have punished the whole group, nor tried to force someone to "rat" on the culprit. He needed to rely more on discussion with students to develop mutual trust and understanding both before and after the trip. And, of course, he needs to contact the newspaper office, after discussion with his students, to indicate that the matter is being investigated.

LEVEL OF PERFORMANCE: Your completed critiques should have covered the same **major** points as the model responses. If you missed some points, or have questions about any additional points you made, review the material in the information sheet, An Introduction to Discipline, pp. 6–10, or check with your resource person if necessary.

NOTES

Learning Experience IV

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Assist Students in Developing Self-Discipline (E–7)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The teacher:						
1. reviewed school policies and student codes of behavior	☐	☐	☐	☐		
2. discussed with students the standards of expected behavior	☐	☐	☐	☐		
3. took necessary steps to ensure compliance with the standards of behavior established by school policy	☐	☐	☐	☐		
4. developed programs and techniques to motivate students to uphold school standards of behavior	☐	☐	☐	☐		
5. discussed with students the need for special standards of behavior in the vocational classroom and laboratory	☐	☐	☐	☐		
6. developed a written code of behavior cooperatively with students	☐	☐	☐	☐		
7. reviewed the code of behavior with students	☐	☐	☐	☐		
8. organized classroom and laboratory to encourage acceptable student behavior	☐	☐	☐	☐		
9. supervised learning experiences in the classroom and laboratory	☐	☐	☐	☐		
10. rewarded acceptable student behavior	☐	☐	☐	☐		
11. identified unacceptable student behavior	☐	☐	☐	☐		
12. considered alternative disciplinary actions	☐	☐	☐	☐		
13. implemented disciplinary action in accordance with school policy	☐	☐	☐	☐		
14. obtained the cooperation of students in developing an environment conducive to self-discipline	☐	☐	☐	☐		
15. encouraged student self-direction and decision-making	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
16. used preventive measures such as seating, physical arrangement of the room, and motivational lesson plans to reduce the chance of aggressive behavior	☐	☐	☐	☐		
17. provided a change of pace in the learning activities to reduce tendency toward misbehavior	☐	☐	☐	☐		
18. was fair, firm, and consistent in handling discipline problems	☐	☐	☐	☐		
19. analyzed reasons for any aggressive behavior in an attempt to prevent future occurrences	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

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Student Guide to Using Performance-Based Teacher Education Materials

Resource Person Guide to Using Performance-Based Teacher Education Materials

Guide to the Implementation of Performance-Based Teacher Education

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